DOCUMENT RESUME

ED 081 237 EM 011 435

AUTHOR	Anderson, Vivienne
TITLE	Summer '72 Youth Film/Media Workshop. Final Report.
INSTITUTION	New York State Education Dept., Albany. Div. of Humanities and Arts.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
BUREAU NO	BR-2-1287
PUB DATE	Jul 73
GRANT	OEG-0-72-5302
NOTE	10p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Aspiration; Communication (Thought Transfer); *Communication Skills; *Educationally Disadvantaged; Negroes; Program Evaluation; Puerto Ricans; *Self Concept; Summer Workshops; *Video Tape Recordings
IDENTIFIERS	South Bronx New York City; *Summer 72 Youth Film Media Workshop

ABSTRACT

An evaluation of the videotapes produced by the film/media workshop, held in the South Bronx area of New York City in the summer of 1972, was conducted. The workshop sought to broaden the communication skills and improve the self-concepts and aspirations of educationally and emotionally deprived black and Puerto Rican youngsters. Three groups of students were taught to make tapes; two tapes of each group were evaluated by 20 raters on film technique, the communication of useful content, and the generation of new ideas and feelings. The quality of film techniques was rated highest, followed by content value and the communication of ideas. This was regarded as logical since technical skills are learned more readily than the abstract ability of how to convey feelings, ideas, and facts. Inter-film, inter-group and intra-group differences in quality were noted, perhaps due to the individual topics selected. It was concluded that the overall project achieved its basic goals. (PB)

ED 081237

SCOPE OF INTEREST NOTICE
The ERIC Facility has assigned this document for processing to: EM UD
In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

Final Report

Project No. 2-1287
Grant No. OEG-0-72-5302

Dr. Vivienne Anderson
The Division of the Humanities and the Arts
New York State Education Department
Albany, New York 12224

SUMMER '72 YOUTH FILM/MEDIA WORKSHOP

July, 1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

National Institute of Education

National Center for Educational Research and Development

(Regional Research Program)

EM 011 435

FILMED FROM BEST AVAILABLE COPY

EVALUATION OF FILM/MEDIA WORKSHOP PROJECT FOR STREET GANGS

Summer 1972

State Education Department
Division of the Humanities
and the Arts

Evaluation of Film/Media Workshop
Project for Street Gangs

The film/media workshop project took place in the South Bronx area of New York City during the period July 10, 1972 to August 18, 1972. The youths of the area were felt to be deprived both educationally and emotionally. The area itself is a low-socio economic community consisting of mostly Puerto Rican and Black families. The objective of the project was to broaden the communication skills of the individuals involved. The production of videotapes requires the use of language skills including, reading, speaking, writing and an understanding of sound and visual images. The project also had as one of its aims, to raise the aspirations of those involved to a "feeling of constructive identity."

This project involved having teachers who are videotape experts instruct students in the skills of making tapes. We will evaluate tapes produced by three different groups of students.

Procedure

The basic plan of the evaluation was to have the tapes rated on a number of dimensions by observers not connected with the project. Six tapes, two done by each of the groups, were viewed and rated by 20 raters. Group A produced tapes 1 and 2; Group B, tapes 3 and 4 and Group C produced tapes 5 and 6. (See Appendix I for identification of tapes). The raters were all graduate students in psychology who have had previous experience viewing video-materials. The film sequences were presented in random order so as to eliminate bias due to order.

Tapes were rated on a 15 item Linkert scale which sought information in relation to three categories (See Appendix II for sample scale). These were:

A. Film Technique; defined as the components which go into making a technically good videotape (disregarding content) but including the aspects of proper lighting, focus, sound, editing, etc. This dimension was concerned with the structure of the production and involved the use of acquired communication skills.

B. Content and Value; this dimension referred to the ability of the filmmakers to communicate information of some value. It refers to the content as opposed to the form or structure of the film.

C. Feelings and ideas; this category referred to the ability of the filmmakers to evoke empathy and generate new ideas in an audience i.e. the ability to get the audience involved and thinking about the subject matter.

The test retest reliability of the scale used was r=89. The degree of agreement among the raters was determined by use of the Kendall coefficient of concordance. The coefficient was w=.86 ($p < .01$) which demonstrated a significant agreement among the raters.

Results

Comparisons were made to determine changes over time within the three groups studied as well as intergroup comparisons.

Table 1 presents an analysis of variance for the six tapes shown and for the three categories studied.

TABLE 1

Analysis of Variance of Ratings for Categories and Tapes

Source	df	ms	F
Category (A)	2	370.13	3.99*
Tape (B)	5	319.56	3.14*
AxB	17	105.06	1.12
Error	335	93.27	

* $p < .05$

As can be seen in the table, there was a significant difference for both tapes and categories but not for the interaction of the two factors. Multiple comparison tests performed (Newman-Keuls) showed that category A (film technique) was rated significantly higher than category C (feelings and ideas). Category A was not significantly different than Category B (content and value). There were no differences between Categories B and C. (see discussion)

There was a significant difference ($p < .05$) between tapes 3 and 4 (produced by Group B) and between tapes 5 and 6 (produced by Group C). There was no significant difference between tapes 1 and 2 (produced by Group A) -- see figure 1. Tapes 1, 3 and 5 were made at the beginning of the project and 2,4 and 6 near the end. The tapes produced by Groups B and C had significantly higher ratings than those of Group A. There was no significant difference between the tapes done by Group B and C.

Discussion

In terms of the intergroup differences, it was found that the tapes done by Groups B and C were rated overall as significantly better than Group A. This would seem to have resulted more from the subject matter of the videotapes this group chose to make rather than their technical proficiency in making the tapes. There were virtually no difference between any of the videotapes on Category A (film technique category). Both Groups B and C had one tape rated high in all categories, one on street gangs (Group B) and the other on lead poisoning (Group C). These were rated as most interesting, relevant and possibly able to be shown and appreciated by larger audiences.

There was no intra-group difference For Group A and a difference in the reverse direction for Group B. That is one would ordinarily expect the tapes to be of better quality with time. While this held true for Group C, it did not for Group B. This again may have been the result of the subject matter chosen.

In terms of category ratings, film technique (Category I) was rated highest followed by content value (Category 2), followed by feeling and ideas (Category 3). This appears logical since technical aspects of film making are more readily learned than the more abstract abilities of how to convey feelings and making a film with social value.

Overall the project seemed to have achieved its primary goal; that of teaching youngsters communication skills which allowed them in turn to produce videotapes of at least good technical quality and in some cases, tapes of high interest and social value.

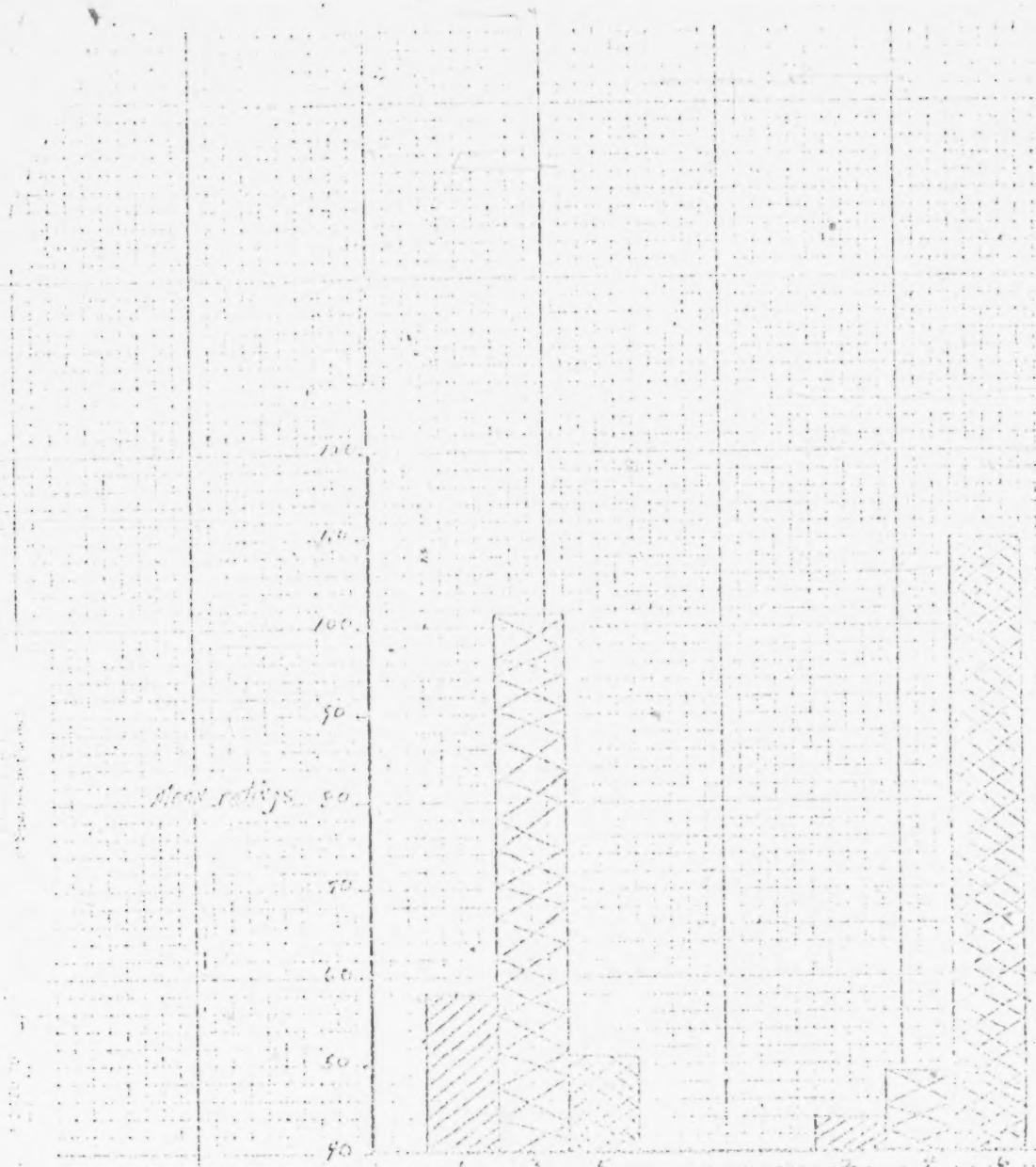

Figure 2 : Mean score ratings for the three groups for type stable at week 1 and week 6. Group A includes type 1 and 2, group B contains types 3 and 4, Group C contains types 5 and 6.

Appendix I

Identification of Tapes

Group	Tape	Leader	Title
A	1	R. B. Graham	"Seven Portraits"
	2	"	"Rudy Bec"
B	3	J. Fischer	"Young Saigons and Community Members"
	4	"	"Dope"
C	5	P. Linton	"Basketball"
	6	"	"Lead Poison"

Appendix II

Instructions

You are to rate the statements below with reference to the portion of videotaped material you will be viewing. Circle the number below the statement which most closely coincides with your opinion ranging from strongly disagree to strongly agree.

1	2	3	4	5
strongly disagree	disagree	undecided	agree	strongly agree

1. The sound or narration on the videotape was clear enough so as to be understandable.
   1 2 3 4 5

2. The content of the videotape was interesting.
   1 2 3 4 5

3. After viewing this type, I could identify more strongly with the characters' view of the world.
   1 2 3 4 5

4. The picture was clear and in focus.
   1 2 3 4 5

5. The content of the tape was easily understood.
   1 2 3 4 5

6. I found myself emotionally involved in the action.
   1 2 3 4 5

7. The handling of the camera was good; it did not distract from the viewer's overall attention to the subject.
   1 2 3 4 5

8. The tape was informative and illustrated a subject of which I had little previous knowledge.
   1 2 3 4 5

9. After viewing the tape, I gained new insight into other life styles.
   1 2 3 4 5

10. There was a logical flow of action from scene to scene.
1 2 3 4 5

11. The videotape, because of its content, should be viewed by a much larger audience.
1 2 3 4 5

12. I was emotionally moved when viewing the videotape.
1 2 3 4 5

13. The technical quality of the tape was comparable to what is normally viewed on commercial T.V.
1 2 3 4 5

14. The content of this tape was of social value and significance.
1 2 3 4 5

15. After viewing this tape, my interest in the nature of urban living has been heightened.
1 2 3 4 5